

Implementation experiences & further development of the founder workshop

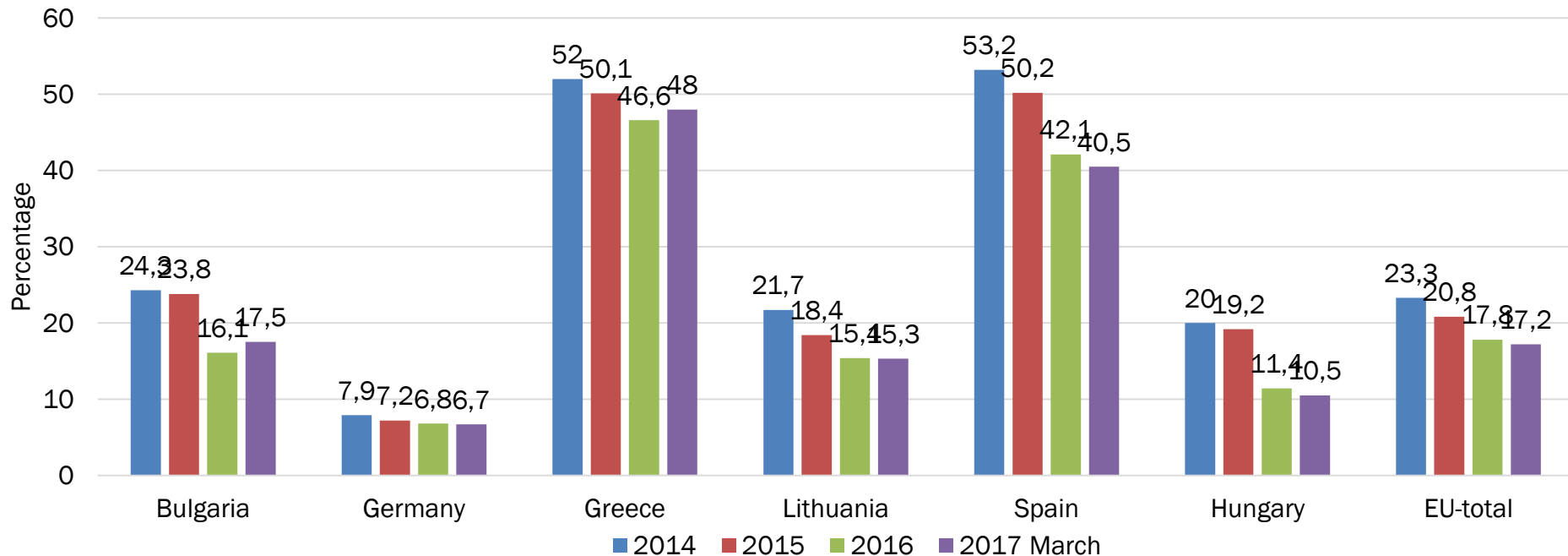
within the context of the EU project
'enterprise+ - innovative potential meets
experience'

Agenda

- 1. Current Challenges**
- 2. Implementation experiences from Germany**
- 3. Further development of a concept concerning the promotion of entrepreneurial competences**
 - 1. Mentor Training**
 - 2. Founder Workshop**
- 4. Possibilities of Adjustment**
- 5. Self-learning Modules**

The challenge: Youth unemployment in Europe

Total amount of **registered** unemployment



Eurostat (2017) <http://ec.europa.eu/eurostat/tgm/table.do?tab=table&plugin=1&language=de&pcode=teilm021>

Challenges in Europe

- High unemployment, especially youth unemployment in Europe
- **Megatrends:** digitalization, demographic change, globalization, increasing mobility, progress in health care (inclusive wellness), development towards a knowledge-based society
- **Consequences:** rising uncertainty → entrepreneurial thinking and acting gains more importance
- **Challenge:** Not all entrepreneurial competences can be learned in traditional classroom situations (in terms of formal learning)
- Central relevance of **implicit knowledge** in the world of work (80%/20%)
- New employment possibilities are to create

Guiding questions of the Enterprise+ Project

How can the entrepreneurial competences of young persons be **identified** early?

How can the foundation potential and initiative be **promoted**?

Supporting entrepreneurial behaviour

Starting point:

- Support of entrepreneurial thinking and acting

Possible concepts:

- Student enterprises (Founder workshop)
- Internships
- Simulation games etc.

Project activities: Basic concepts

Learning ability:

Entrepreneurial thinking should be discovered early and can be partly learned

Learning by doing:

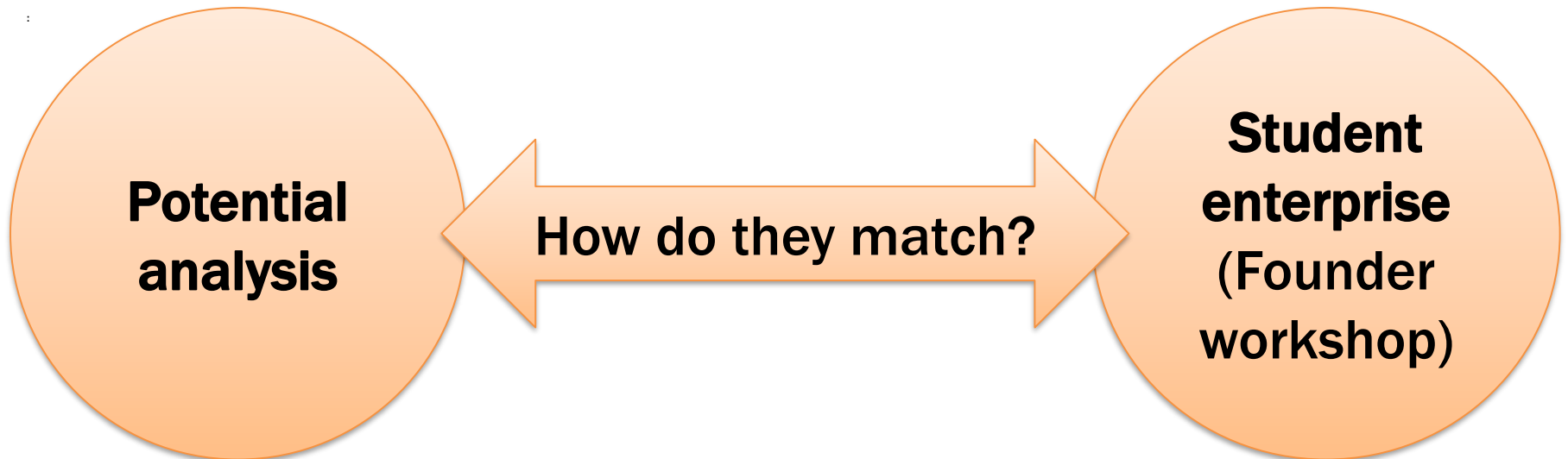
Students and mentors (Business Consultant Senior) are working on a project together

Philosophy of learning:

Strengths orientation (the potentials of the students should be further developed early)

Instruments to be implemented

We have two methods that shall be implemented in each EU country:



- Losleger project newly developed...
- scientifically established and tested

German Founder Award

- 65.000 students until now
- ca. 1.000 student teams each year
- Sponsors: Porsche, ZDF, Stern, Sparkasse (bank)

The two tools matched ...

Potential Analysis → Personality & Competence **Assessment**

Student Enterprises → Competence **Development** and specific **practicing** in founding a business

➡ adjusting the **Competence Development** dependent on
the results of the Assessment

Target groups and actors



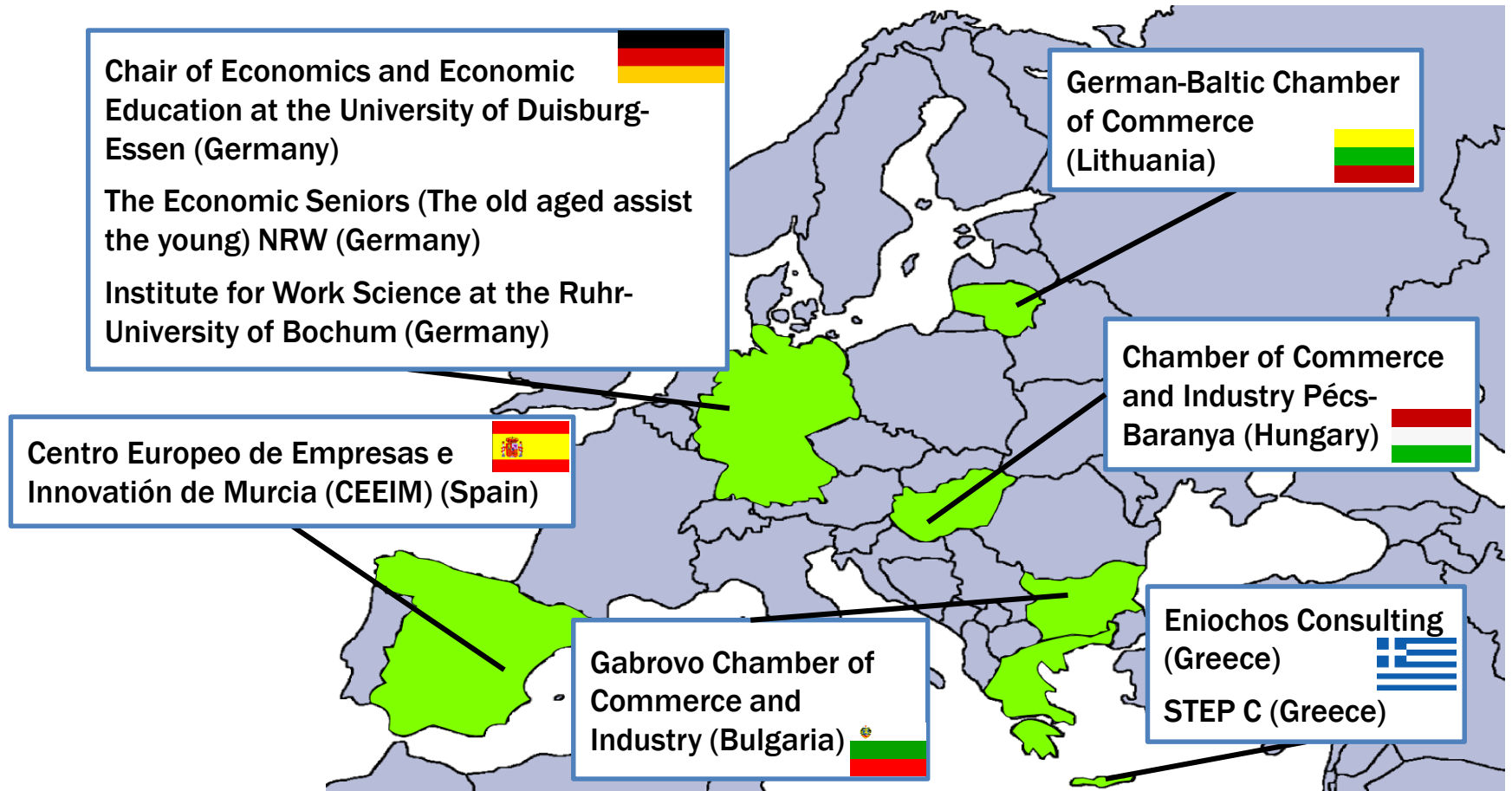
Target groups

- Young people at the age of 16 – 21 (from the secondary school system, depending on the educational system in each European country)
- Multipliers (e.g. retired former managers who have social **competences** concerning the contact with young people)

Further actors

- Responsible contact persons of the project partners
- (Vocational) schools
- Companies
- Employment Agencies

Project partners of enterprise+



Implementation difficulties

Challenge: ensure acceptance and reflection

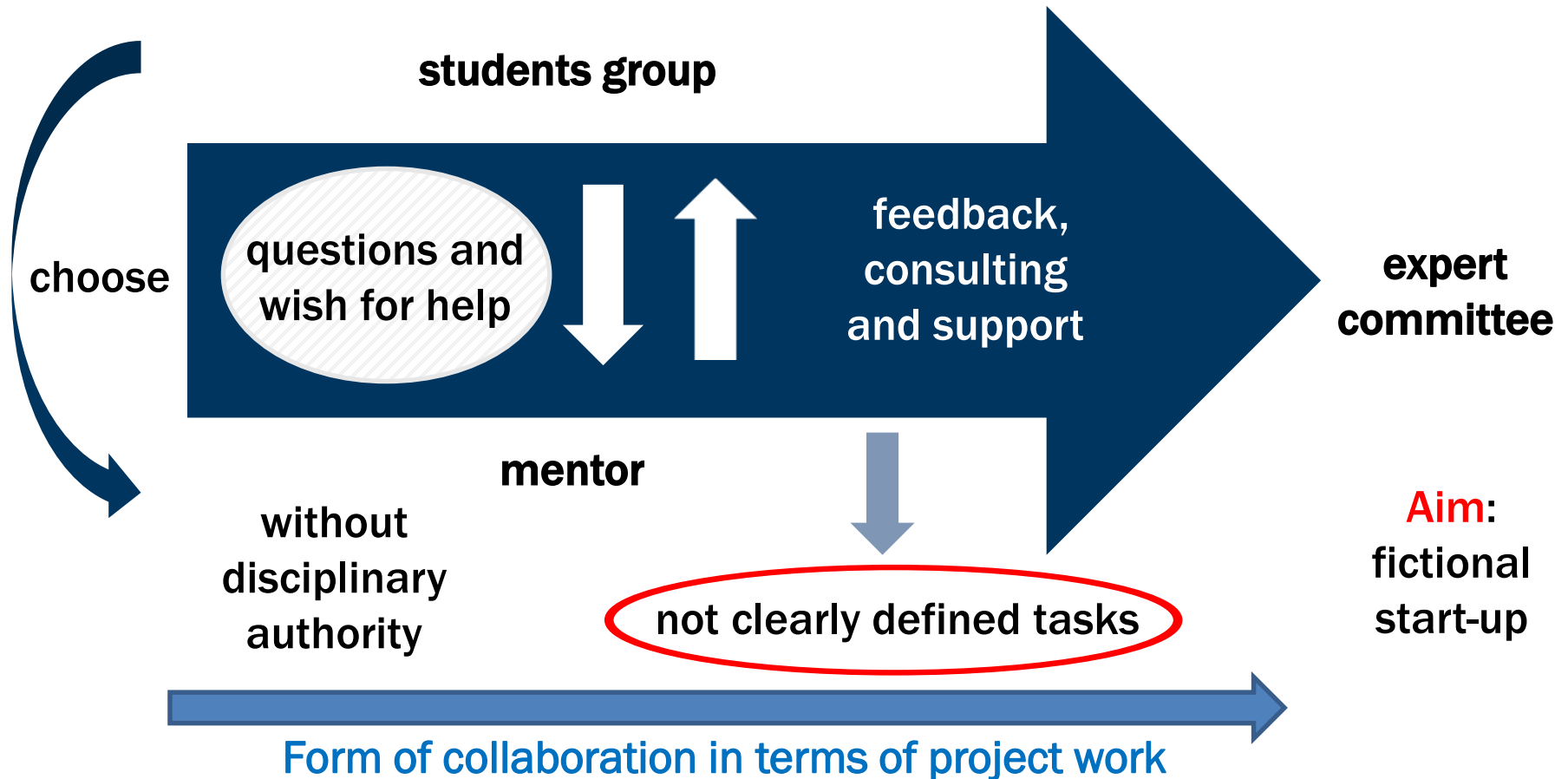
Problem: if acceptance is high but reflection is low

→ **Risk of decoupling**

→ **Consequences:** Identification of potentials and resistances

→ **Which resistances?** legal, organizational or interpersonal, rather easy, difficult or not to overcome

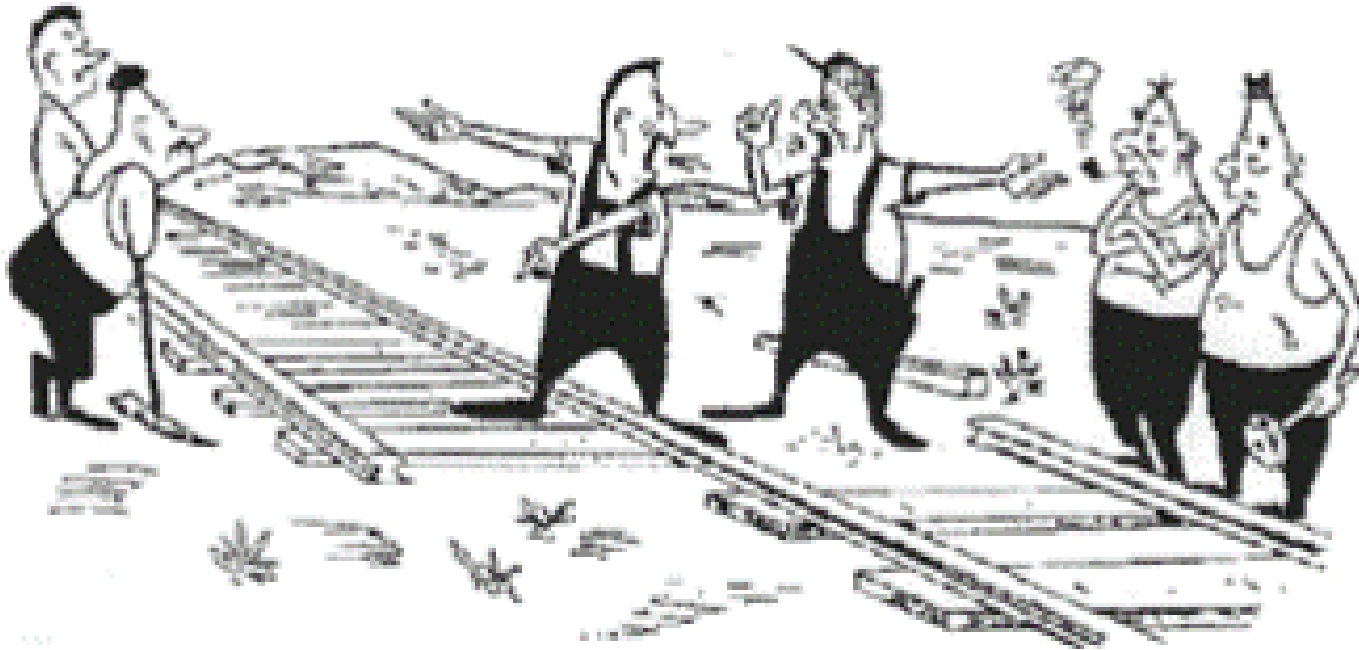
Example: student enterprises (German Founder Award)



Empirical results: Role, task and competences of the mentors

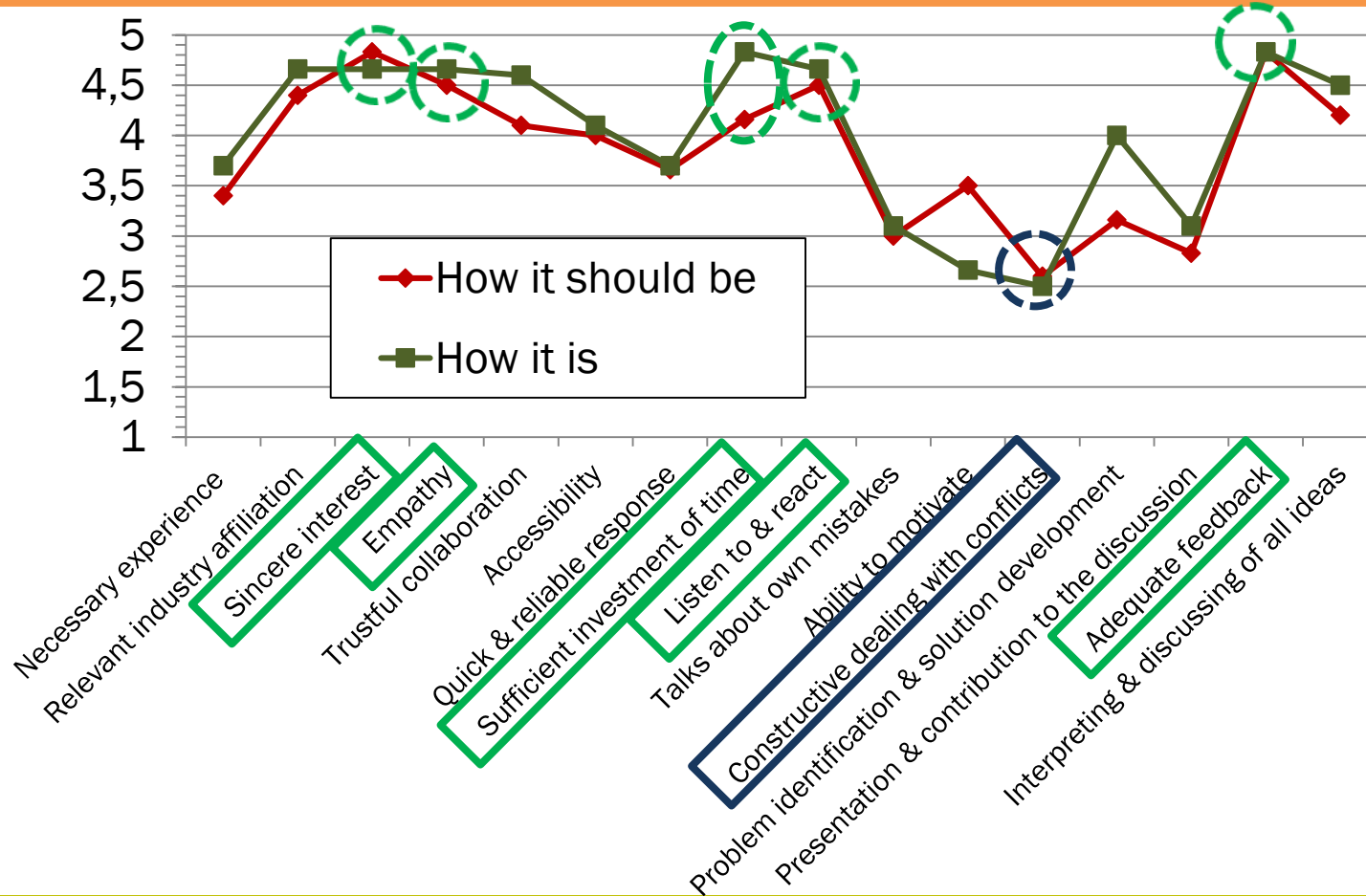
- Qualitative studies: six former participants and five business mentors; half-structured interviews (in Germany)
- **Students:** professional support from business sponsors is very important → business mentor from the branch of the project idea
- **Mentor:** content-related input (e.g. concerning marketing) is important
- Feedback from the mentor necessary: if students are on the wrong way
- **wishes** from mentors: **more information** about the expected performance as a mentor; not sufficient: to be the “good uncle”

Quality is relevant for everyone



It's not surprising, we didn't get the contract for building the tunnel.

Germany Target-performance comparison (mean)



N=11

Further development of a concept concerning the promotion of entrepreneurial competences



Mentor training



Founder workshops

„Founder workshop“ as starting point for the mentor training

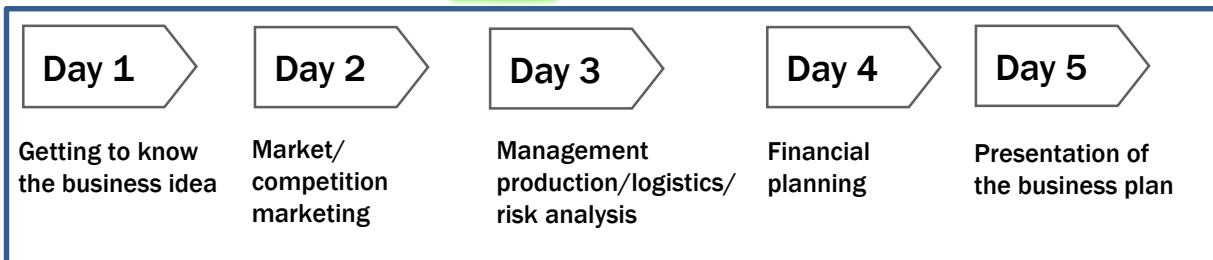
Aim: Further development of the young people's entrepreneurial competences

Organisation and content

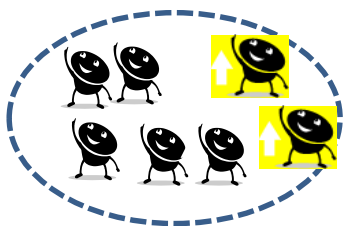


Organizer

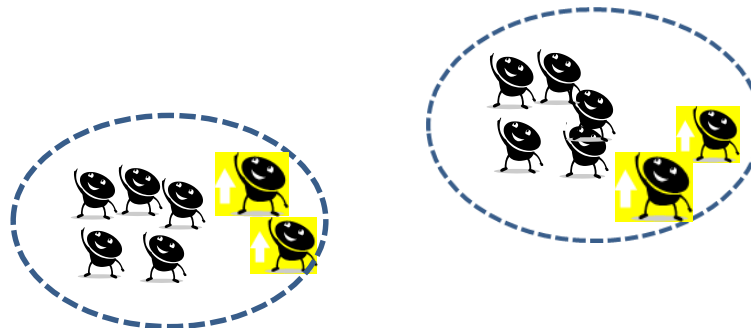
Mentor



Role and tasks of the mentor



Youth



What does a mentor have to be able to do?

Concept of the founder workshop:

- aims
- content
- process

Decision-making skills:

- project management
- mentoring/coaching
- presentation



Mentor training to contribute to the development of the founder workshop

Goal: Qualification of future mentors

- To know **the aims, structure and content** of the concept of the founder workshop → to be able to implement it independently
- Sensitization for the **mentor's role and the tasks** → their importance for the founder workshop
- **Project management** as supporting function of the mentor
- To understand **team development processes** → to know possibilities to influence them effectively

Target group of the mentor training

	Mentors	
	Number	Qualifications
Bulgaria	12	Former managers, teachers & lecturers with business experiences, representatives of career centers
Greece	16	Teachers, representatives of schools & employment agencies, government representatives, Career Consultants, Freelance Business Consultants
Hungary	7	Managers, freelance coaches, trainers, entrepreneurship experts and career consultants
Lithuania	12	Lecturers, consultants, trainers, managers
Spain	12	Representatives of universities and companies

The „founder workshop“

Aim: Further development of the young people's entrepreneurial competences

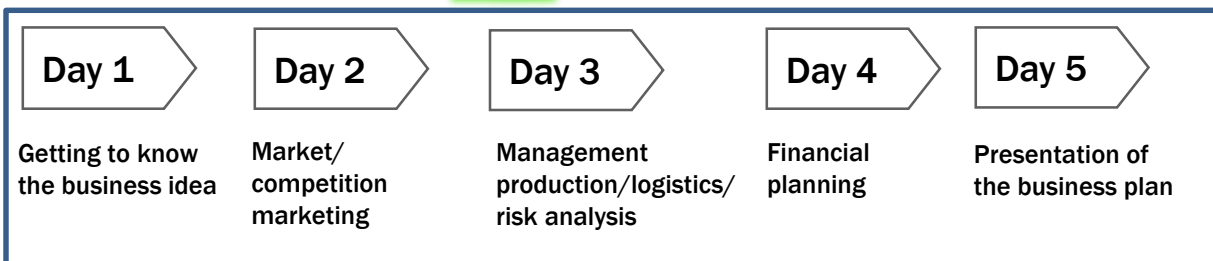
Organisation and content



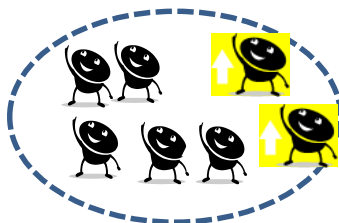
Organizer



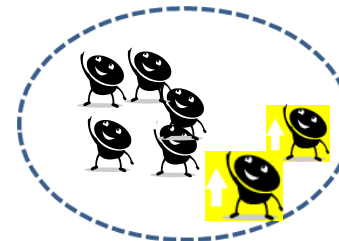
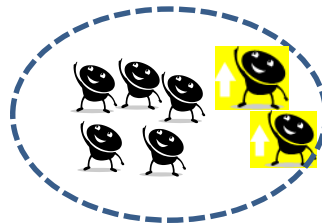
Mentor



Role and tasks of the mentor



Youth



Goals of the founder workshop



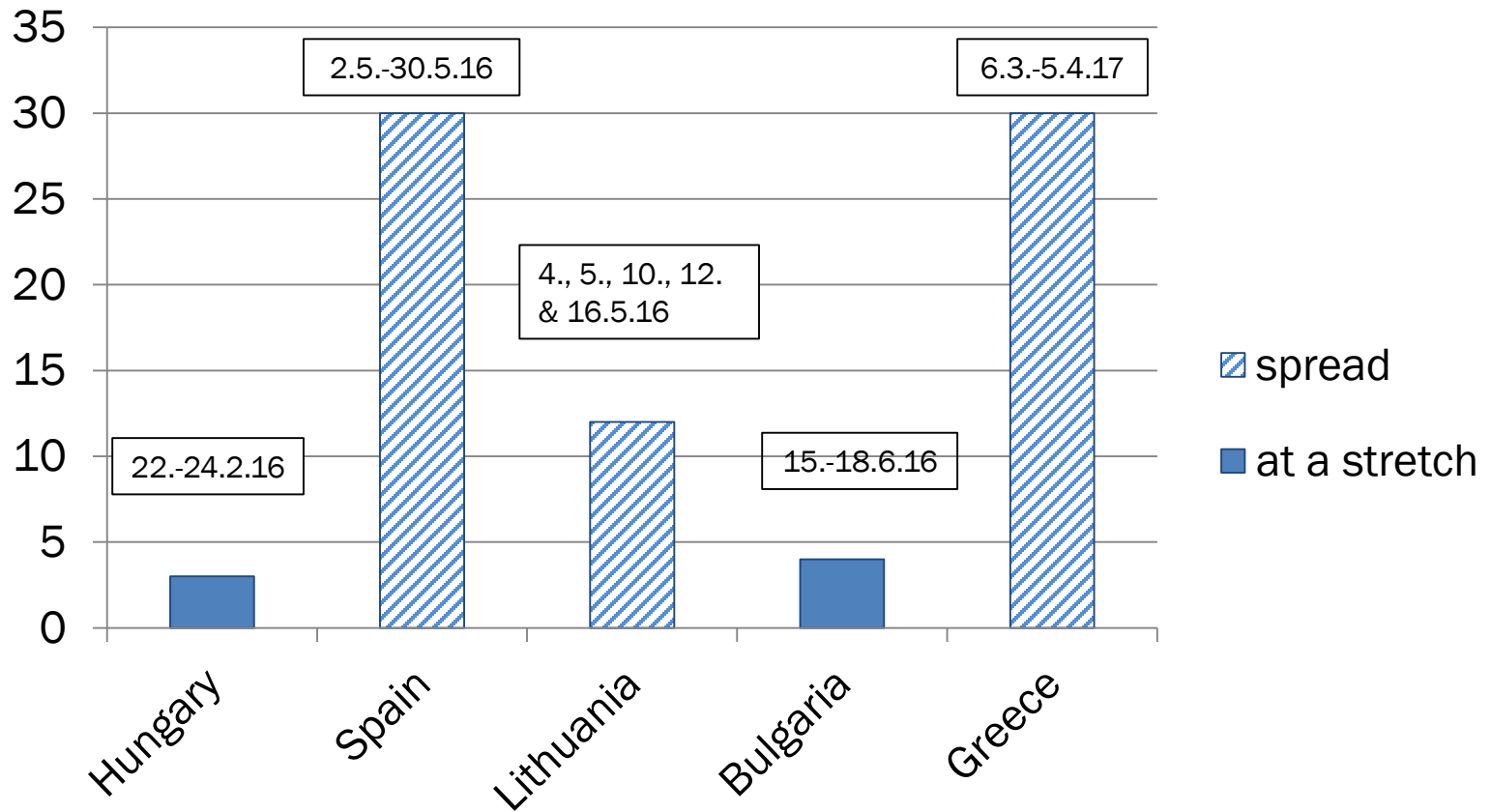
Goal: further development of entrepreneurial competences of youth

- **Learning about experience the structure and content of a business plan** → from (former) managers' point of view
- **Sensitization for possible hurdles and risks** but also for potential **opportunities and chances** → concerning the development of a business plan
- **Development of a business plan** in small teams with support from trained mentors → subsequent presentation and feedback
- **Understand the own entrepreneurship as a project** → learn and try out methods and instruments for project management

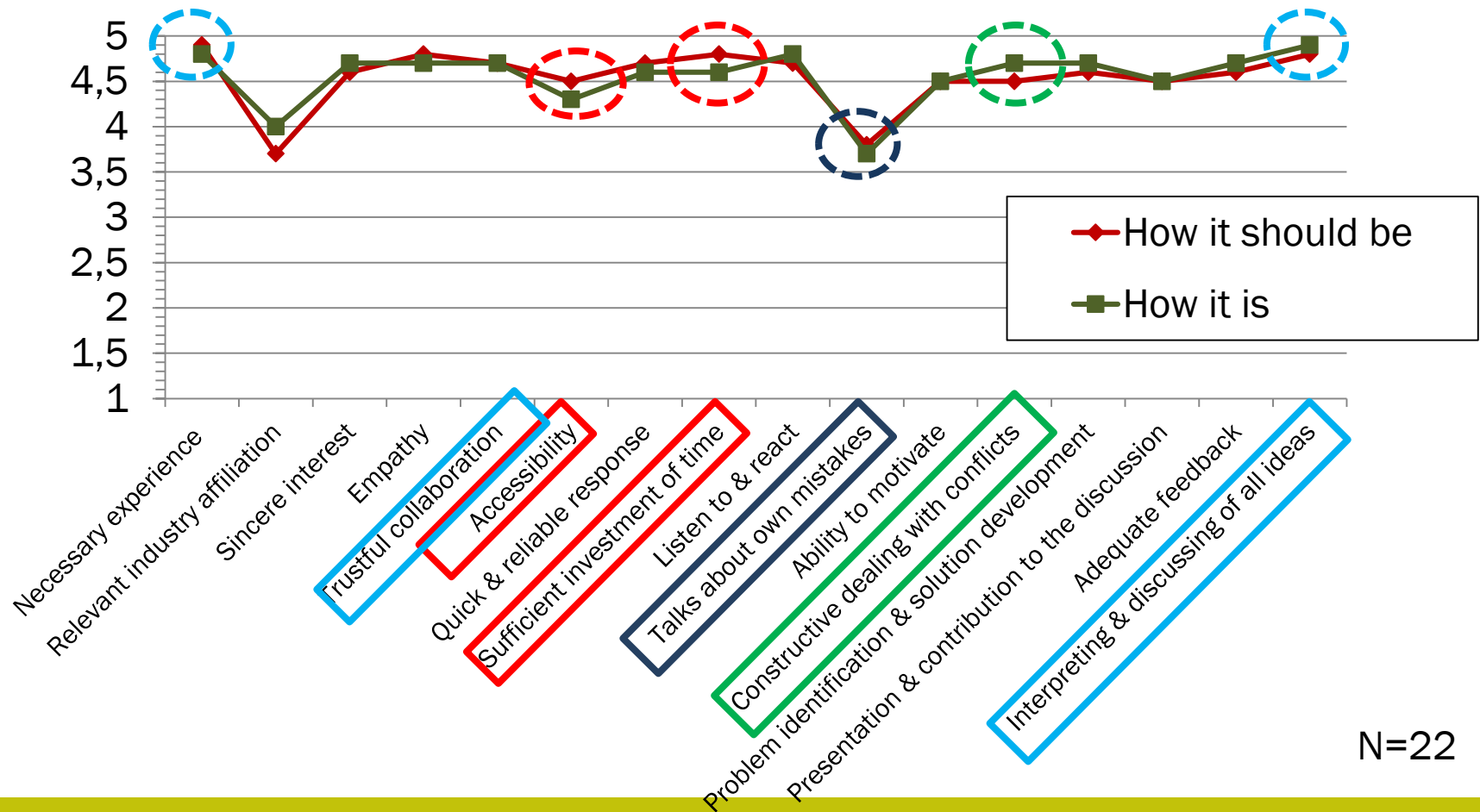
Target groups of the founder workshop in the EU countries

	Mentors		Participants
	Number	Qualifications	
Bulgaria	8 (7 women)	All were participants of the mentor training; one talent scout (potential analysis)	24 pupils & students: Technical University Gabrovo, Vocational school for tourism and management, Technical school Sevlievo
Hungary	4-5	Executives from the economy and chambers	22 pupils: Commercial high school (economy/IT)
Greece	6	Career Consultants, Business Consultants, Teachers/Lecturers	15 Students (14 Technological Educational Institute of Crete, 1 University of Crete – Studies relevant to Business Administration)
Lithuania	5	Business people: Hellmann Worldwide Logistics, Viva persona ...	18 students : University of Applied Science (Economics), University of Applied Social Sciences ...
Spain	3	Business people: Entrepreneur, Managing Director, CEO	11 unemployed: In vocational training & graduates

Country-specific formats of the founder workshop

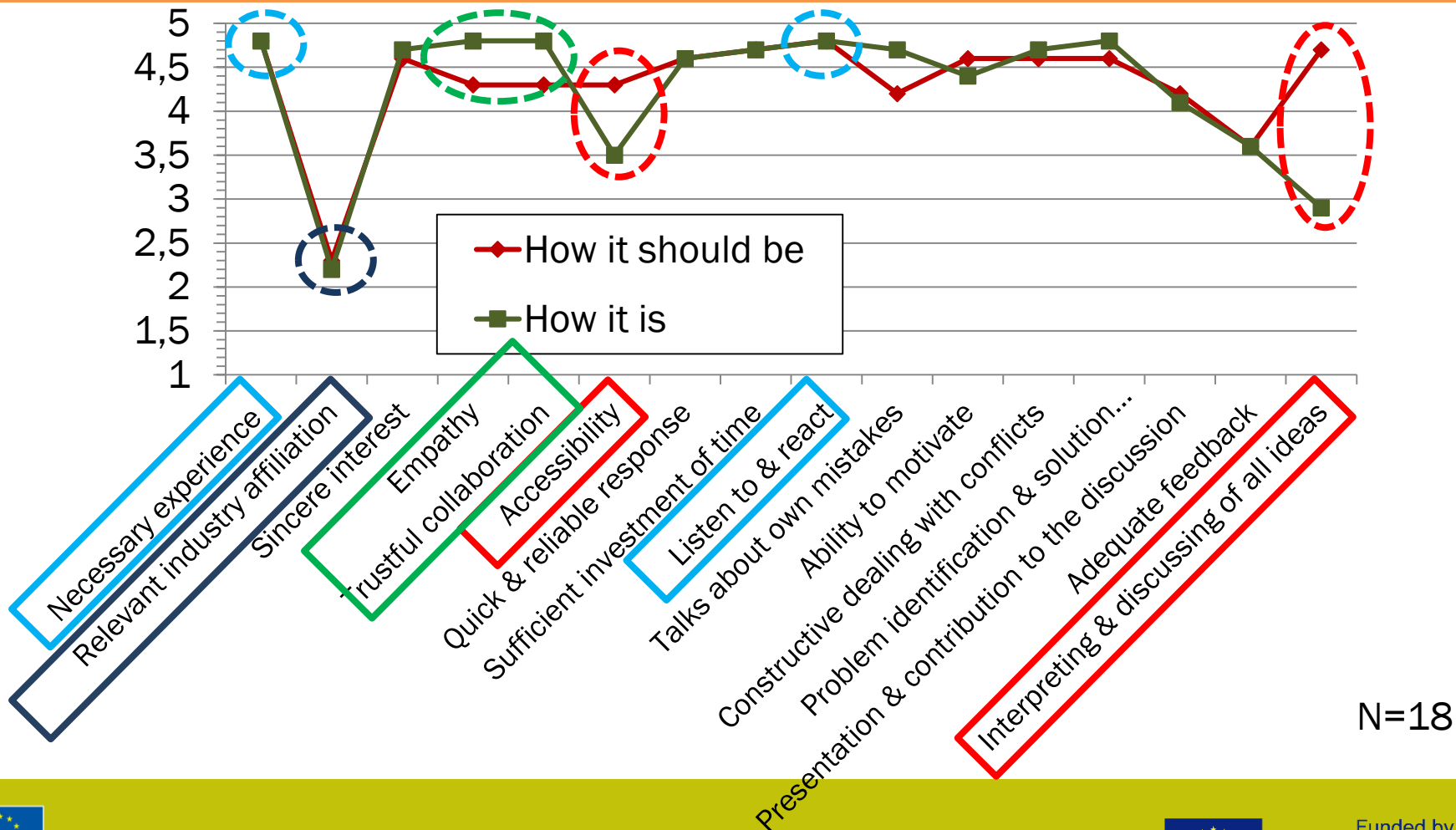


Evaluation results in Bulgaria



N=22

Evaluation results in Lithuania



Potentials & resistances

in terms of the founder workshop (analysis of the organizers)

	Potentials	Resistances
Bulgaria	New competences	Legislation & time available
Lithuania	Networks & experiences of mentors	Motivation & work book
Spain	Networking, motivation & further development	Time available
Hungary	Experiences & feedback	Legislation & time available

**Networks, experiences,
feedback**

**Lack of time, legislation,
adjustment of the material**

Summary of the implementation results

- Potential analysis & student enterprises:
valuable contribution
- **Positive:** Relation between economical seniors & students
- **Cultural differences** in the individual European countries
- **Challenge:** lack of economical competences
- **Methodological didactical competences** are required
- **Alternatives:** one week full-time vs. 4 hours for several weeks



Dissemination and utilization of the project results Enterprise+ (examples)

- Qualification of **over 100** mentors & talent scouts as multiplier
- „Best Practice“ for strengthening of entrepreneurial thinking & acting
- Development of **certificate programs**, four modules for self-learning
“Network Building and innovation alliances”, “Project Management”
“Potential Assessment” und “Module for Business Mentors”
- Establishment of regional networks (Greece, Hungary
(e.g. committee for economical seniors ...))





- **Broader and more intensive reflection of implementation** against the background of approaches/measurement methods to determine the service quality
- clarify the **relation and the distribution of tasks** among the actors, e.g. among teachers, chamber members, talent scouts and mentors.
- Student enterprises in terms of project work: **project management** as concrete **starting point for quality improvement**